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ABSTRACT

This paper describes Business Japanese (BJ), a HyperCard based tutorial designed as courseware for use in a third-year Japanese course at the University of Texas, Austin (UTA). A major objective was to develop good courseware based on proven language learning theory that would integrate theory, practice, and technology. BJ stresses a realistic and functional approach to teaching authentic Japanese by presenting all dialog materials in authentic Japanese, Romanized Japanese, and English. Among the unique features of BJ is the use of specially developed fonts to present authentic Japanese language and a business trip simulation as the organizing vehicle to teach both Japanese language and cultural concepts. Nine sample HyperCard file cards are presented. The development and integration of BJ into the UTA Japanese curriculum are also discussed. (Author/MDM)

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Business Japanese, a HyperCard Simulation

Introduction

This paper describes Business Japanese (BJ), a HyperCard based tutorial designed to be used as integrated courseware for use in an intermediate level "Business Japanese" course offered at The University of Texas at Austin. Language courses for specific purposes have become popular in many college level Japanese programs, students generally have pragmatic goals, that is, they want to be able to go to Japan and function effectively.

A major objective of the BJ project was to develop courseware that would integrate language learning theory, practice, and technology. BJ stresses a realistic / functional approach to teaching authentic Japanese by presenting visual images and all dialog materials in four forms; spoken Japanese with native speaker voices, authentic written Japanese, Romanized Japanese, and English. A feature of BJ is the use of specially developed fonts to present authentic Japanese text in the American Macintosh operating system. A business trip simulation is used as the organizing metaphor to teach both Japanese language and cultural concepts.

The authors had four guiding objectives in the development of BJ;

1. To provide a realistic visual context to illustrate the day to day Japanese working environment and focus on functional Japanese.
2. To present authentic Japanese text with kanji.
3. To present the content in English & Romaji so that people who were not already students of Japanese could also use the BJ materials.
4. To create a portable package for the widest possible application within the installed base of Macintosh users.

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Target Audiences

This program is designed to be used primarily by intermediate level Japanese students, but it can also be a stand alone resource for self study by international business students, and professional travelers.

Program Description

BJ Structure. The structure of the BJ program is shown in chart 1. BJ Home is the hub through which all of the stacks are accessed. While the business trip simulation is the primary focus of BJ, other stacks add supporting layers of information and material to which the user may branch for deeper study. Each stack has its own internal navigation menu.

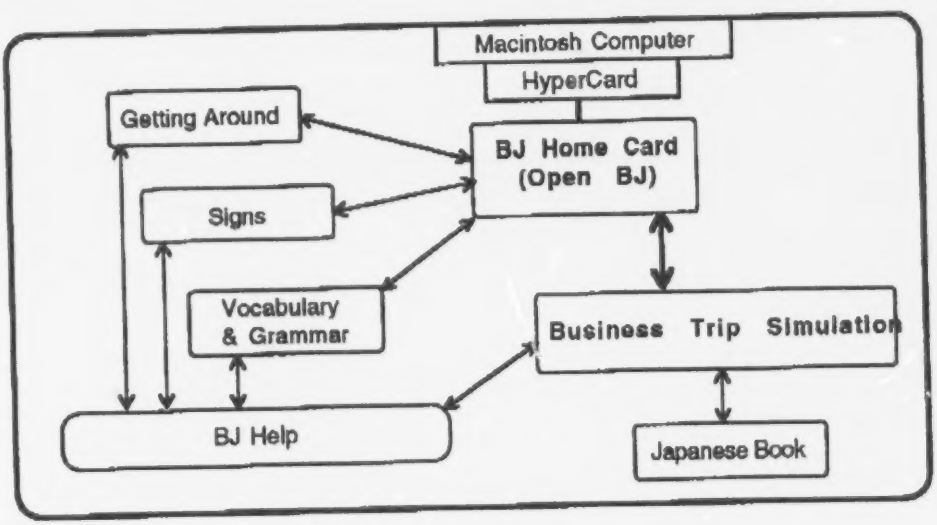

Chart 1

BJ uses a simulated business trip to Japan as a metaphor to teach enough functional Japanese to carry off the trip smoothly. "W.B." (Wild Bill) Travis is a young software specialist working for a Dallas based high-tech company making his first business trip to Japan.

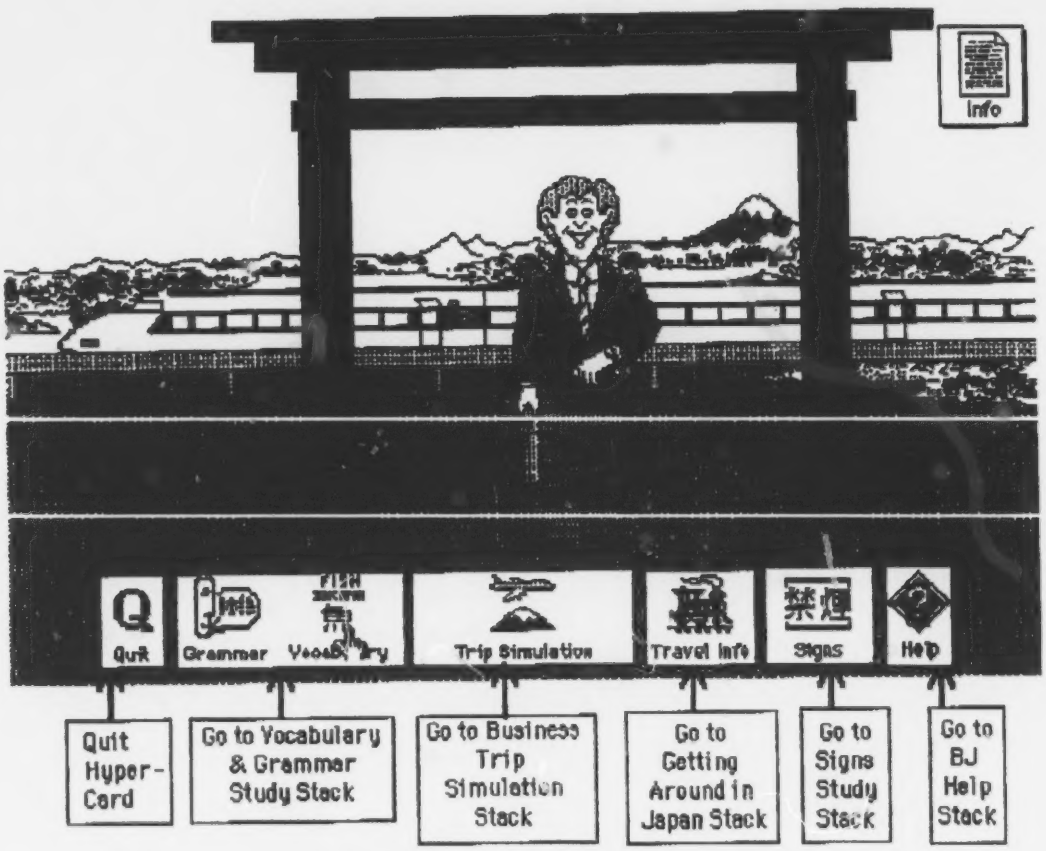

Illustration 1: The BJ Home Card

The simulation follows him from the airplane through immigration and customs into Japan where he meets people, rides express trains, checks in and out of hotels, has meetings, rides the bullet train and more. There are about 75 screens in just the simulation, with integrated dialogs visual images and cultural information. In addition to the trip simulation, other stacks BJ present vocabulary & grammar notes, reading signs such as those for rest rooms and at train stations, and cultural information about traveling in Japan. From the BJ Home Card, Illustration 1, the user just clicks on the appropriate icon and HyperCard moves to the selectec stack. Help is always available and contains information about how to use the BJ stack system.

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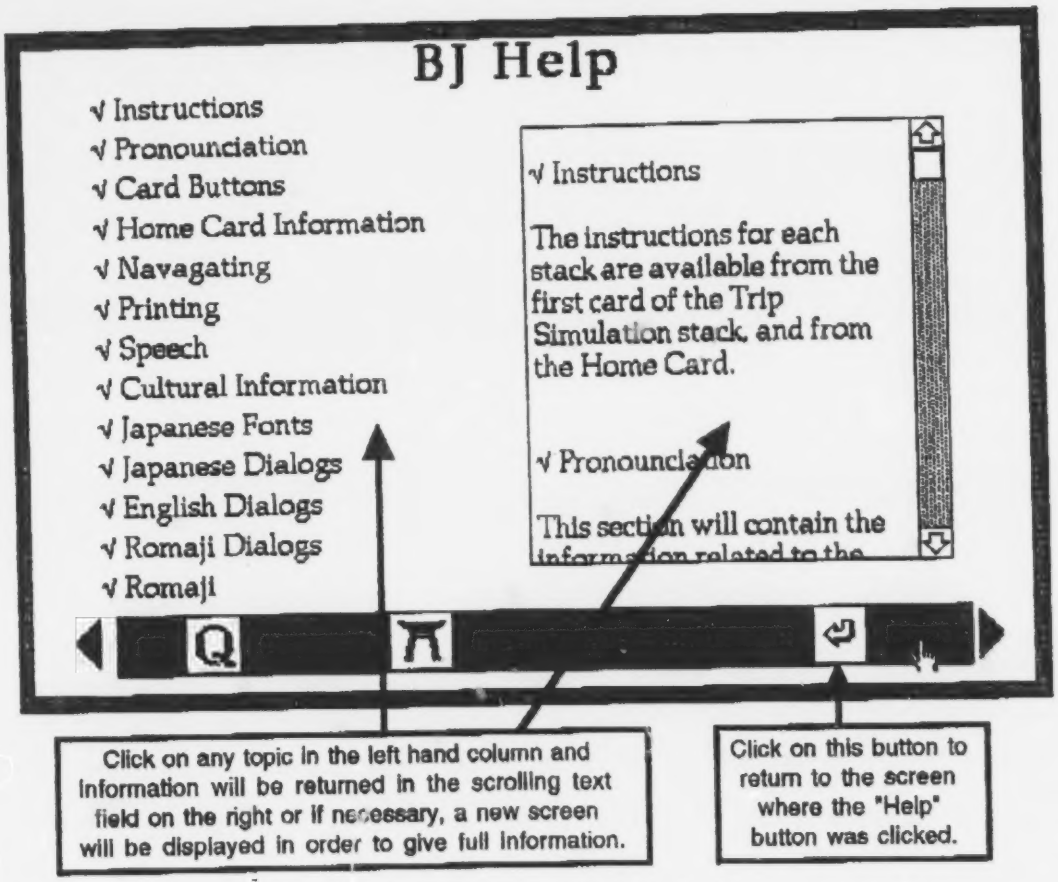
BJ Help
√ Instructions
√ Pronounciation
√ Card Buttons
√ Home Card Information
√ Navagating
√ Printing
√ Speech
√ Cultural Information
√ Japanese Fonts
√ Japanese Dialogs
√ English Dialogs
√ Romaji Dialogs
√ Romaji
√ Instructions
The instructions for each stack are available from the first card of the Trip Simulation stack, and from the Home Card.
√ Pronounciation
This section will contain the
Q
Click on any topic in the left hand column and information will be returned in the scrolling text field on the right or if necessary, a new screen will be displayed in order to give full information.
Click on this button to return to the screen where the "Help" button was clicked.

Illustration 2: The BJ Help Card

Business Trip Simulation. Illustration 3 is a typical trip simulation screen. Students may read the dialog in any of the three forms and by clicking on the speaker icon they can hear the entire dialog in authentic Japanese. Additionally, by clicking on any line of dialog text they can hear only that line spoken in Japanese. Cultural information can be accessed by clicking on the [C/I] button which reveals a full screen text field with much greater depth of background information. Users may simply click on the forward or backward arrows and do the simulation in sequence or they can use the 'menu' button to 'navigate' to any situation in the ten day

sequence of events. Also they can print the dialog fields or the cultural information from each screen (card).

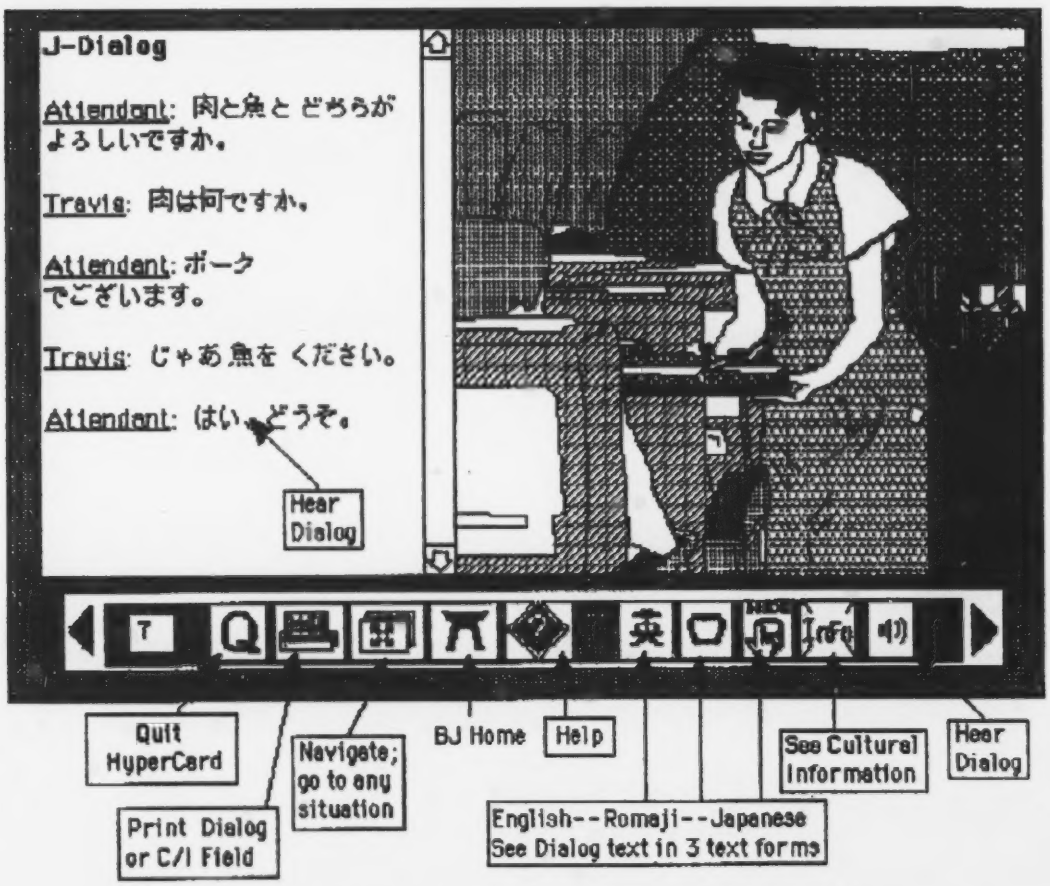

Illustration 3: "W.B." Travis trying out his Japanese with a flight attendant.

Vocabulary & Grammar Study. After going through the trip simulation, those who want to master the dialogs and study grammar in more detail, can bypass the trip and go straight to the vocabulary stack where there are 41 screens similar to Illustration 4. Students can view a dialog in English or Japanese or Romaji.

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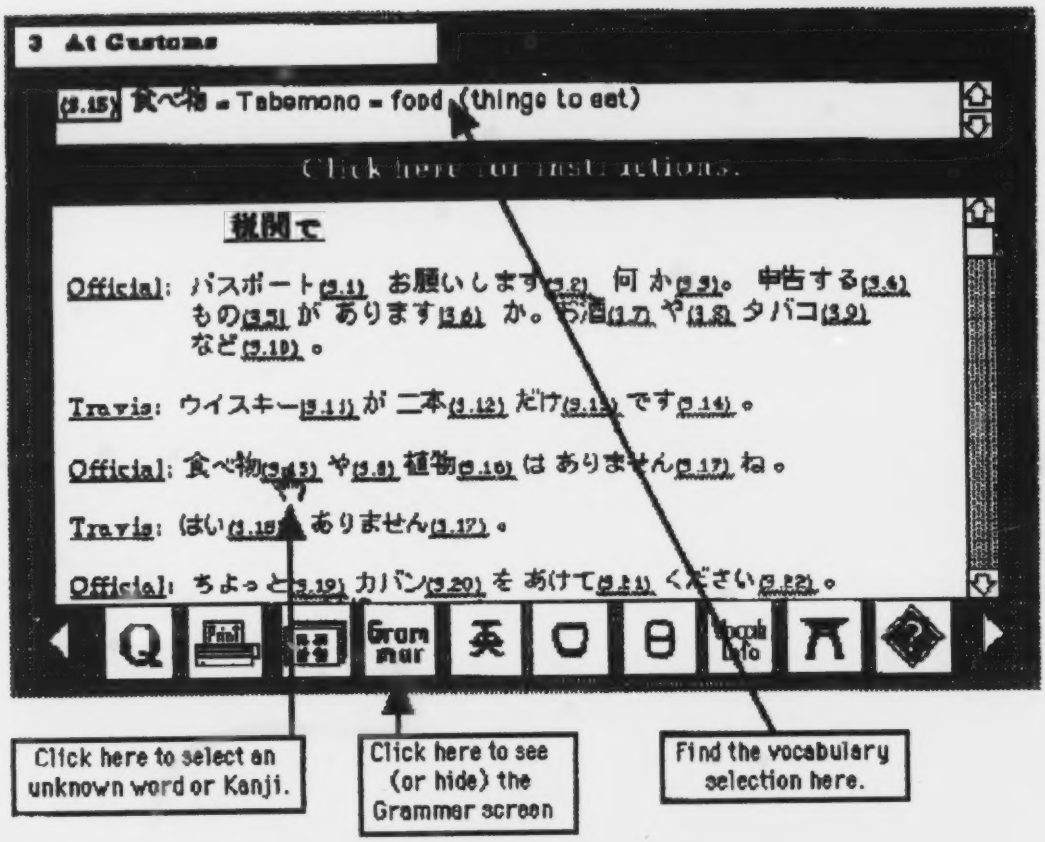
3 At Customs
(3.15) 食べ物 = Tabemono = food (things to eat)
Click here for instructions.
税関で
Official: パスポート(3.1) お願いします(3.2) 何か(3.3)。申告する(3.4) もの(3.5) が ありますか(3.6)。お酒(3.7) や(3.8) タバコ(3.9) など(3.10)。
Travis: ウイスキー(3.11) が 二本(3.12) だけ(3.13) です(3.14)。
Official: 食べ物(3.15) や(3.16) 植物(3.16) は ありません(3.17) ね。
Travis: (はい(3.18)) ありません(3.17)。
Official: ちょっと(3.19) カバン(3.20) を あけて(3.21) ください(3.22)。
Grammar
Click here to select an unknown word or Kanji.
Click here to see (or hide) the Grammar screen
Find the vocabulary selection here.

Illustration 4: a typical vocabulary stack screen.

The vocabulary resource stack is especially helpful because the dialogs are not always literal translations, and sometimes the meaning of a word is not obvious. Students can click on a footnote type number after the word they don't know and see the word displayed in Japanese, Romaji, and English equivalent in the text field window above. By clicking on the [Grammar] button, they can display the grammar notes fields as shown in illustration 5. An additional feature is that students can print out any of the dialogs and the grammar notes for their convenience.

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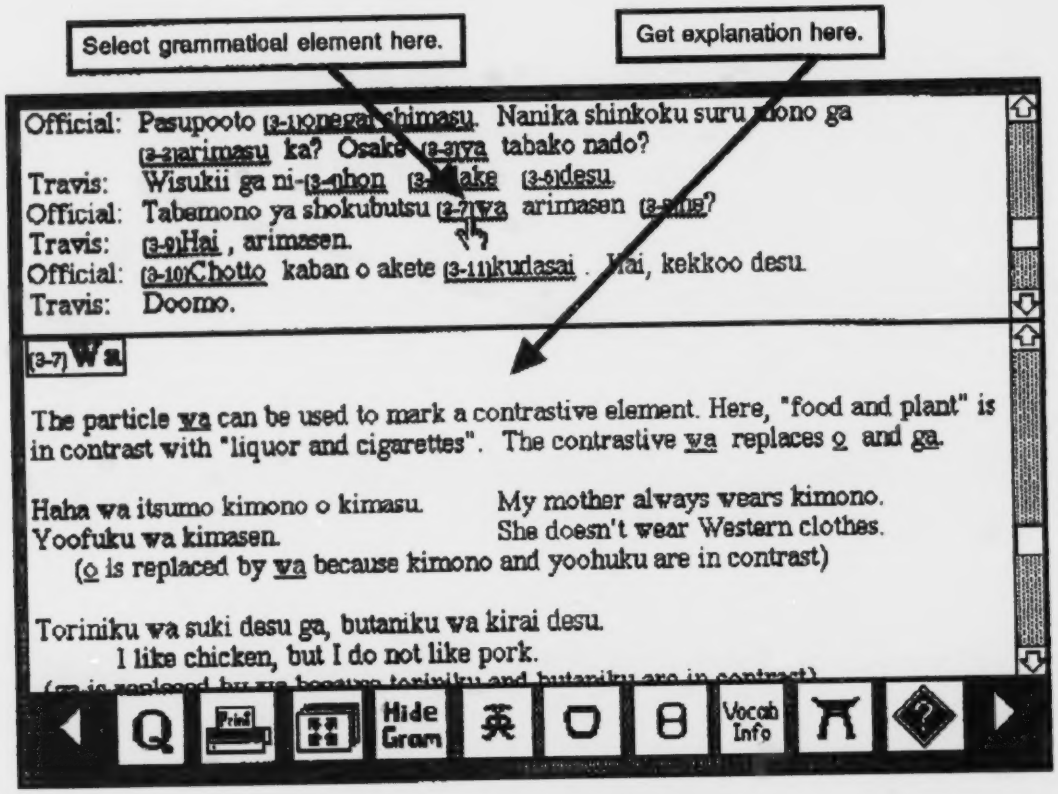
Select grammatical element here.
Get explanation here.
Official: Pasupooto (3-1)onegai shimasu. Nanika shinkoku suru mono ga (3-2)arimasu ka? Osake (3-3)wa tabako nado?
Travis: Wisukii ga ni-(3-4)hon (3-5)aru (3-6)desu.
Official: Tabemono ya shokubutsu (3-7)wa arimasen (3-8)ne?
Travis: (3-9)Hai, arimasen.
Official: (3-10)Chotto kaban o akete (3-11)kudasai. Hai, kekkoo desu.
Travis: Doomo.
(3-7) Wa
The particle wa can be used to mark a contrastive element. Here, "food and plant" is in contrast with "liquor and cigarettes". The contrastive wa replaces o and ga.
Haha wa itsumo kimono o kimasu. My mother always wears kimono.
Yoofuku wa kimasen. She doesn't wear Western clothes.
(o is replaced by wa because kimono and yoohuku are in contrast)
Toriniku wa suki desu ga, butaniku wa kirai desu.
I like chicken, but I do not like pork.
Print
Hide Gram
Vocab Info

Illustration 5: a grammar notes screen.

Grammatical Detail. Clicking the [Grammar] button in the vocabulary screen will cause the grammar notes screen to pop-up as shown in illustration 5. Students can find the point they want to study in the upper window, click on it, and the information they seek appears in the lower screen. This feature adds depth to the presentation of dialogs and effectively turns the BJ stacks into an interactive illustrated (HyperCard) intermediate level Japanese text.

Cultural Background. Cultural information is imbedded throughout the trip simulation, but it is explicitly presented in two places. From within the trip stack where it can be accessed directly by clicking on the "Info" button in almost every screen. (In some cases there are no C/I notes or maybe no dialogs, in these situations, the buttons will change to gray for that screen.)

The other source of cultural information is the stack entitled "Getting Around in Japan" which can be accessed via the BJ Home card. Illustration 6 is a screen from the Getting Around stack.

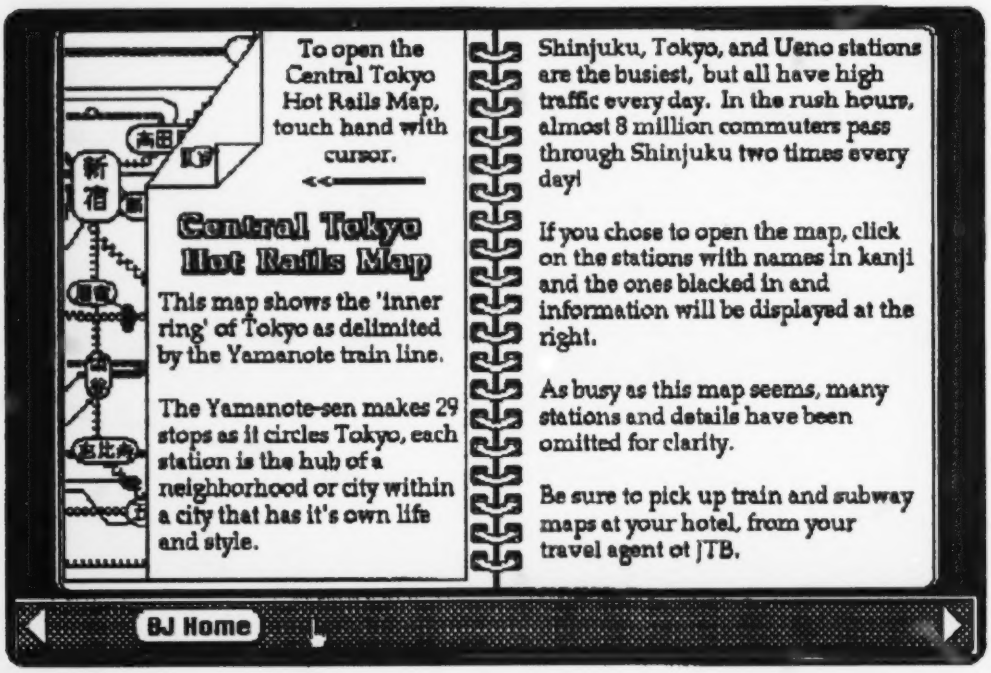
To open the Central Tokyo Hot Rails Map, touch hand with cursor.
Central Tokyo Hot Rails Map
This map shows the 'inner ring' of Tokyo as delimited by the Yamanote train line.
The Yamanote-sen makes 29 stops as it circles Tokyo, each station is the hub of a neighborhood or city within a city that has it's own life and style.
Shinjuku, Tokyo, and Ueno stations are the busiest, but all have high traffic every day. In the rush hours, almost 8 million commuters pass through Shinjuku two times every day!
If you chose to open the map, click on the stations with names in kanji and the ones blacked in and information will be displayed at the right.
As busy as this map seems, many stations and details have been omitted for clarity.
Be sure to pick up train and subway maps at your hotel, from your travel agent ot JTB.
BJ Home

Illustration 6: a cultural information screen from the 'Getting Around in Japan.'

It introduces the "Hot Rails Map" which is the next screen in that stack. Students can see a map of central Tokyo's transit system where by clicking on a station they can receive information about the surrounding area and train or subway connections available there.

Reading Public Signs. In Japan as in every nation, there are signs that communicate important information. Virtually all signs are written in Japanese, mostly kanji. Any traveler would be well advised to learn a few of these before going to Japan.

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Bathroom Signs
お手洗
男
便所
殿方
Ke-sho-shitsu This is a Powder or Dressing Room – A polite term for Rest Room(s). Often found in department stores and public places
女
掃除中
婦人
Click on a sign to show or hide the meaning. Click on the speaker to hear it pronounced.
Click on any sign and it's pronounciation and meaning will be displayed. Click on the speaker icon next to the sign and hear the word(s) spoken in Japanese

Illustration 7: a 'Signs' stack screen.

Illustration 7 shows a typical screen from the 'Signs' stack. This is basically a recognition task where student may look at the sign to check their memory then click on the sign to display a text field showing the name of the sign in Romaji and an explanation in English. Also, the student may click on the small speaker icon next to each sign and hear it spoken by a native speaker.

The Japanese Book. W.B. Travis is shown in illustration 8 holding a book entitled "Basic Japanese" which he studies on the plane. The book can be accessed by clicking on it. At the current stage of development, the book includes only pronounciation charts (see illustration 9). These display both the hiragana and katakana syllabaries, when the user clicks on any of the characters, it is pronounced by a native speaker of Japanese.

Hi, I'm P.C. Mentor. I see you're studying Japanese. Are you going to Japan?
Yes, it's my first trip. I'm W.B. Travis. Are you familiar with Japan?
Click on Travis' book and go to the "Japanese Book" stack.

Illustration 8: Studying in the plane.

Additional sections are envisioned giving some basic sentence construction guidelines and other introductory Japanese information, but since at present BJ is being used only with third year Japanese students, those sections have not yet been implemented. The additional sections will be fully developed before publication.

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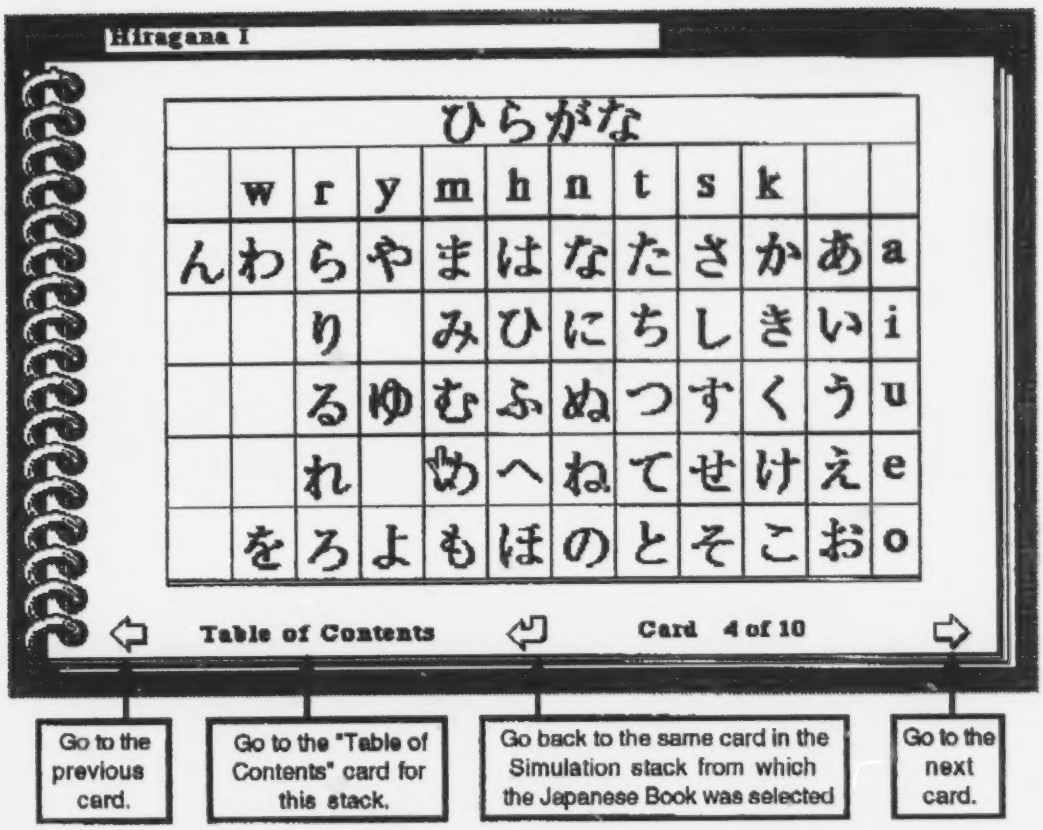
Hiragana I
ひらがな
w r y m h n t s k
ん わ ら や ま は な た さ か あ a
り み ひ に ち し き い i
る ゆ む ふ ぬ つ す く う u
れ め へ ね て せ け え e
を ろ よ も ほ の と そ こ お o
Table of Contents
Card 4 of 10
Go to the previous card.
Go to the "Table of Contents" card for this stack.
Go back to the same card in the Simulation stack from which the Japanese Book was selected
Go to the next card.

Illustration 9: Hiragana pronounciation chart from the "Japanese Book" stack.

Characteristics of the BJ Program

Realistic. By using visual images and natural dialogs, BJ communicates the 'Look and Feel' of being in Japan. The sequence of events is realistic allowing students to learn Japanese in context. BJ is situation oriented, and with the stack navigation menus, learners can go quickly to the situation they wish to study. Early prototypes and story boards were tested for realism and usefulness with people who had recently returned from a first trip to Japan. The response in all cases was that it fairly represented some of their experiences (students had different experiences

than business people), and they would have liked to have had the chance to study something like BJ before their trip. Even those who had stayed for an extended period of time stated that they found useful new information in BJ.

Travel Oriented. The BJ program was primarily limited to travel related experiences with cultural information for two reasons. First every traveler, business, academic, or otherwise will encounter many of these situations, and the cultural information enables one to know what is going on. Secondly, once business travelers get to their Japanese contacts, they will probably have good English capability. It is during the rest of the trip where some Japanese ability will help them to have a successful experience.

Japanese Fonts. Presenting Japanese characters was a major challenge because it was desired to do this without using the KanjiTalk system. To accomplish this objective, it was necessary to develop a special set of fonts to enter and display Japanese text while using the American System. It was determined that the Japanese operating system should not be used because it is not in common use outside of Japan, installation is difficult, and it requires a large block of memory, both in RAM and at least 7MB of hard disk space for the duplicate system folder. The Hiroshi fonts, on the other hand, use up only about 20K and have been installed directly into the HyperCard stacks, so there is no need for users to tinker with their normal American Mac system file, and can be used in any Mac with System 6.0.5 or higher.

User Friendly Design. Apple's "Human Interface Guidelines" and "HyperCard Stack Development Guidelines" were consulted and followed to ensure a truly user friendly final product. In designing BJ we had to keep in mind the fact that prospective users of BJ may not be prepared to tinker with their system software or cope with operational idiosyncrasies of the program while trying to learn some Japanese. An installer program is planned to install the BJ fonts, uncompact any compressed stacks, put all of the stacks in the same folder and put a "BJ" button in the user's home card.

Machine Environment. BJ requires a Macintosh Plus or better capable of running HyperCard 2.x. System 6.0.5 or above is necessary with a minimum of 2MB RAM and about 9MB of available hard disk space for the stacks and all of the sound resources.

Portability. Portability was a major design objective, and BJ can be delivered uncompressed on seven HD or if compressed, on seven DD disks. Compression would be necessary due to the fact that the simulation stack and all of the sound stacks are larger than 800K, the size of a DD disk. Sound resources were also kept to a minimum and graphics were constrained to simple B/W images so they could be viewed on earlier Macs and to save memory space.

Conclusions

BJ's authors have combined their focus and expertise on enabling Americans to function and compete in Japan to create realistic simulation software. It has been said that a problem with many CALL programs is that programmers don't know much about language and language teachers don't know much about programming (Underwood, 1988). No claim of programming expertise is made by the authors, that goes to Bill Atkinson and Apple for giving us all HyperCard. HyperCard is a magical authoring environment that can be easily learned and that allows authors to combine graphic illustrations, text and sound in creative ways to enhance learning objectives.

An additional observation specifically focused on courses in Business Japanese is that even native speaker Japanese teachers often have little or no experience with Japan's business world. Also, a recent survey of international business managers cited (business) cultural knowledge as the most desired secondary benefit from language study (Saito, 1992).

The solution to these potential pitfalls, of course, lies in the experience of the software author(s) and the integration of that experience with the programmer(s) work. In the best of all worlds, the language expert, the business expert and the programmer would all be the same

person. The authors backgrounds bring all of these talents to the creation of BJ, and that is one of the program's great strengths, pedagogical integrity combined with real world experience.

Future Projects

An increasing number of young Americans are spending a year or more in Japan in various internship and study programs, so a 'living in Japan' simulation seems like an appropriate next venture. There is much useful information, such as leasing an apartment or understanding utility bills, that could be presented in a manner similar to BJ.

The collection of graphic images was critical to realizing the authors vision, but it was also the most time consuming effort. Every possible source on hand was searched and then, during two trips to Japan, video and still images were collected. Finally, images were sorted, selected, and scanned for use as patterns for drawing original graphics which were then pasted into the waiting HyperCard screens. In future revisions, unification of the characters and artwork would be a major objective.

CD ROM and QuickTime will probably soon reach a threshold level of acceptance where we can design CALL packages for this media. This will enable program designers to consider memory intensive designs and include high quality graphics and even video images. That will be exciting as we become micro movie producers.

References:

Underwood, John. (1988), "Language Learning and Hypermedia," ADFL v19, n.3: 14-17.

Saito, Yoshiko. (1992, March) "Assessing Japanese Language Needs for Business and Professional Use," paper presented at Eleventh Annual EMU Conference on Languages and Communication for World Business and the Professions, Eastern Michigan University, Ypsilanti, MI.

100 word abstract

This paper describes Business Japanese (BJ), a HyperCard™ based tutorial designed as courseware for use in a third year Japanese course offered at The University of Texas at Austin. A major objective was to develop good courseware based on proven language learning theory that would integrate theory, practice, and technology. BJ stresses a realistic / functional approach to teaching authentic Japanese by presenting all dialog materials in authentic Japanese, Romanized Japanese, and English. Among the unique features of BJ is the use of specially developed fonts to present authentic Japanese language and a business trip simulation as the organizing vehicle to teach both Japanese language and cultural concepts. The paper discusses the development of BJ, the process, the theoretical undrepinnings, and integration of BJ into the Japanese curriculum at The University of Texas.

100 word biodata

Dr. Yoshiko Saito-Abbott earned her MA and PhD from Ohio State University in foreign language education. She is Assistant Professor of Japanese at The University of Texas at Austin where she coordinates the lower division Japanese program. In addition to teaching and administrative duties, Dr. Saito-Abbott is active in Computer Assisted Language Instruction (CALI) and 'Business Japanese' research projects.

Thomas Abbott is a management consultant, he heads up Abbott, Saito & Associates. He has almost two decades of experience as both a participant in and a keen observer of the Japanese scene including a three year stint of living in Tokyo, where he worked as a management intern in a major hi-tech Japanese company, as a university teacher and consultant. His academic background includes: BBS; Economics from Ohio State; MBA from SMU; Doctoral Candidate in International Management at UT-Dallas.

30 word biodata

1. Dr. Yoshiko Saito-Abbott is Assistant Professor of Japanese at The University of Texas at Austin, she earned her MA and PhD from Ohio State University in foreign language education. She is active in Computer Assisted Language Instruction (CALI) and 'Business Japanese' research projects.

2. Thomas Abbott is a management consultant, he heads up Abbott, Saito & Associates. He has almost two decades of experience as Japan specialist. His academic background includes: BBS; Economics from Ohio State; MBA from SMU; Doctoral Candidate in International Management at UT-Dallas.